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ABSTRACT

A needs assessment survey conducted by the St. Lucie County, Florida, School District Media Center staff in June 1986 indicated that upgrading the district film library was a high priority. The decision was made to concentrate on half-inch VHS videotapes in the areas of language arts and science. The major steps in the process of identifying, previewing, and purchasing relevant videotapes included: (1) obtain funding; (2) locate cooperative videotape vendors for preview sessions; (3) identify specific curriculum topics by surveying teachers; (4) provide curriculum topics to cooperating vendors and ask them to provide relevant videotapes for preview; (5) arrange locations, dates, and other logistics for preview sessions in selected schools; (6) collect and assess preview results and order videotapes with positive reviews to the limit of funding; (7) establish consideration file for titles desired beyond funding capability; and (8) evaluate the project, indicate desired changes, and plan for the future. Appendices include a list of participating vendors and videotapes provided for review, correspondence with vendors, and a videotape evaluation form. (Author/MES)

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A PARTICIPATIVE PROJECT TO SELECT CURRICULUM RELEVANT VIDEOTAPES FOR THE ST. LUCIE COUNTY FLORIDA SCHOOL DISTRICT MEDIA CENTER

Submitted to the School Board of St. Lucie County on December 31, 1986 by Jack E. Roberts, Library Media Services Supervisor; Jane Hargett, Library Media Program Specialist; and Fred C. Pfister, University of South Florida Consultant.

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ABSTRACT

Title: A Participative Project to Select Curriculum Relevant Videotapes for the St. Lucie County Florida School District Media Center.

Authors: Roberts, Jack E.; Hargett, Jane; and Pfister, Fred C.

Report to the School Board of St. Lucie County Florida.

A needs assessment survey of building level school library media specialists in the St. Lucie County Florida School District indicated that upgrading the district film library was a high priority. A decision was made to concentrate on half-inch VHS videotapes in the areas of language arts and science. A project reported here involved the following major steps: (1) obtain funding; (2) locate cooperative videotape vendors for preview sessions; (3) identify specific curriculum topics by surveying teachers; (4) provide curriculum topics to cooperating vendors and ask them to provide relevant videotapes for preview; (5) arrange locations, dates, and other logistics for preview sessions in selected schools; (6) collect and assess preview results and order videotapes with positive reviews to the limit of funding; (7) establish consideration file for titles desired beyond funding capability; and (8) evaluate the project, indicate desired changes, and plan for the future.

A PARTICIPATIVE PROJECT TO SELECT CURRICULUM RELEVANT VIDEOTAPES FOR THE ST. LUCIE COUNTY FLORIDA SCHOOL DISTRICT MEDIA CENTER

December 31, 1986

By Jack E. Roberts, Library Media Services Supervisor;
Jane Hargett, Library Media Program Specialist; and
Fred C. Pfister, University of South Florida Consultant.

INTRODUCTION

A needs assessment survey was conducted by the St. Lucie County, Florida District Media Center staff and a university consultant in June of 1986. Survey results showed strong support for a substantial buildup in the district's videotape library. The survey also indicated that science and language arts were two areas in need of this type of instructional support. Accordingly, in July and August of 1986, a plan was developed to identify relevant half-inch videotapes, encourage teachers to preview them, and make purchases based on positive previews.

This report chronicles the major steps in the plan, indicates the extent of activity or participation that took place in the county, and offers suggestions for followup action and improvement in the future.

The School Board's recognition of the need to support their teachers with up to date instructional materials was a vital first step. The 1986-87 fiscal year budget included $18,000.00

of district funds for all instructional materials. Of this amount, $13,000.00 was assigned to improvement of the videotape collection. Additional money from other sources brought the total available for videotape purchases in the 1986-87 fiscal year to $15,000.00.

Since input from the June 1986 survey had identified language arts and science as target subject fields, the next step was to identify potential sources of instructional videotapes in these areas. Thirteen companies were identified and ten of them provided videotapes for preview (see Appendix, Part I, page 7-9 , for participating companies and a brief title list of videotapes provided). Communication by telephone and letters was maintained with representatives of the companies to keep them abreast of progress (see Appendix, Part II, pages 11-14, for copies of correspondence).

With funding assured and participating vendors for preview material identified, the next step was to find out what units or topics teachers wanted to have supported by instructional videotapes. District media center staff worked with district language arts and science supervisors, building level department heads, grade level chairmen, principals, and media specialists to encourage teacher participation. Early in October, a memo was sent to all teachers in the district, explaining what was being

done and why, and asking for suggestions by October 16th. Specifically, the memo advised teachers that:

> "We need input from faculty as to curriculum topics that might be supported by instructional videotapes. Based on your input we will identify videotapes that will be brought in for preview in consideration for purchase. If you have information about specific titles, please furnish it. However, this is not necessary. We are assuming that, in many cases, teachers will simply identify a unit or topic that needs support."

The response from teachers, although not overwhelming, was adequate. All together, 107 topics were identified, 44 by secondary teachers, and 63 by elementary teachers. The number of science topics requested was about twice the number of language arts topics requested (72-35). The preponderance of science requests is even more pronounced when one realizes that many science topics were identified by several teachers (e.g. 12 requests for animals K-3). Most language arts requests were made by one or two teachers, with literature for enrichment (4 requests in K-3), the most frequently requested language arts topic.

The teacher requests were organized by grade level, subject area, and topic, with frequency of request for each topic indicated. This summary information was then mailed to the company representative for each participating vendor. The vendors were telephoned just prior to the mailing to alert them

that the list was being sent and to verify their address. They were also reminded that each vendor representative should pick videotapes for preview that they felt would be responsive to the topics identified as well as being high in quality. A total of 80 tapes was received at the District Media Center, logged in, and delivered to the first set of reviewing schools on November 24, 1986. Those schools were Lakewood Park Elementary, Lincoln Park Academy, and Westwood High School. All preview schools were provided with a supply of promotional posters from the District Media Center to advertise the preview sessions (see Appendix, Part III, page 16). On December 5th, the tapes were picked up and delivered to the second set of previewing schools for use until December 12th. Those schools were White City Elementary, North Port Middle School, and Ft. Pierce Central High School. The titles of the preview films are given in the Appendix, pages 7 to 9.

Most previewing was done in the schools, although in some cases teachers previewed at home. Some teachers viewed the films during lunch or during planning periods. Other teachers were able to incorporate preview material into their lesson plans and obtain student reaction as well. In White City Elementary School, the videotapes were made available on a planned schedule through the school's closed circuit television system -- an excellent example of appropriate use of current technology.

On December 16, 1986 an analysis was made of all the preview evaluation forms turned in by the teachers in the six previewing schools. An example of the preview form is shown in the Appendix, page 17. For each videotape a judgement has been made to purchase immediately, purchase later, or not to purchase at all. The initial purchase order for fifty-five videotapes from ten companies totalled $12,745.00.

The following suggestions represent a synthesis of ideas from the media specialists in the preview schools, District Media Center staff, and the university consultant. This section follows, in a modified way, the question and answer format used in the post-project interviews on December 15 and 16, 1986.

SUGGESTED FOLLOWUP ACTIVITIES:

1. Buy the recommended videotapes and get them to the teachers who can use them as soon as possible.

2. Advertise the tapes with a list or flyer or bulletin as soon as they are available.

3. Include indications of teacher input, such as evaluation comments, in advertising and in future catalog descriptions. Catalog should also have annotation, grade level, and possible uses for each videotape.

4. Continue to identify some subject areas for future emphasis, but probably with broader focus than was the case with language arts and science this year. Suggested areas for emphasis for next year were so varied that further inquiry is probably needed to establish consensus. Both high school media specialists mentioned social studies for next year as one possibility; vocational subjects were favored in one middle school; social studies in the other; and the elementary school media specialist indicated health, writing skills, and literature as areas of need.

5. Try to schedule previewing so that it is not done during a holiday time.

6. Make sure that media specialists in the previewing schools know that they have to make a special effort to get teachers to preview -- "signs alone won't do it".

In conclusion, we believe the entire project has been very worthwhile. Staff members from the district office and teachers from several schools have worked together to improve the district's media resources. Now all teachers and students can enjoy the benefits of what has been purchased.

APPENDIX: PART I

PARTICIPATING VENDORS AND VIDEOTAPES PROVIDED FOR REVIEW

File: ELEM. VIDEOS
Report: VIDEOS

TITLES	PRODUCER
AMAZING ANTS	CORONET
AUTUMN: NATURE'S SIGHTS AND SOUNDS	BEACON
BEYOND WORDS: ANIMAL COMMUNICATION	KAROL
BOX INVESTIGATES DINOSAURS	SVE
CHANGING SEASONS	BRITANNICA
DOLPHIN	MEDIA
FAIRY TALE MASTERPIECES	SVE
FRAN ALLISON'S HOLIDAY TALES OF WINNIE THE WITCH	SVE
HOW GREEN PLANTS MAKE AND USE FOOD	CORONET
HOW TO DIG A HOLE TO THE OTHER SIDE OF THE WORLD	CORONET
KATHARINE HEPBURN'S TALES OF BEAUTY AND MAGIC	SVE
NATURE'S NETWORK	SVE
NATURE'S SEASONS	SVE
NATURE'S SIGHTS AND SOUNDS SERIES: SUMMER	BEACON
NATURES WALK AT LOW TIDE	BEACON
PANDORA'S BOX	BEACON
PLANT OR ANIMAL?	NAT. GEOGRA
PLAY IT SAFE ELECTRICALLY	BEACON
RIKKI-TIKKI TAVI	GUIDANCE
SESAME STREET: PARTS OF THE BODY: ALL ABOUT YOU	GUIDANCE
SEVEN LITTLE DUCKS	MEDIA
SIMPLE MACHINES	BRITANNICA
SPRING: NATURE'S SIGHTS AND SOUNDS	BEACON
THE SHRINKING OF TREEHORN	MEDIA
THE WHITE SEAL	GUIDANCE
WHY SAY NO TO DRUGS?	BRITANNICA
WINTER: NATURE'S SIGHTS AND SOUNDS	BEACON
YOK-YOK EXPLORES HIS WORLD	SVE

Electrical Circuits: You Can Do It.

Received by:_____

Date:_____

File: JR. HIGH VIDEOS
Report: VIDEOS

TITLE	PRODUCER
ATOMIC ENERGY: INSIDE THE ATOM	BRITANNICA
ATOMOSPHERIC SCIENCE: CLOUDS AND PRECIPITATION	CORONET
ATOMS SCI: EARTH'S ATMOSPHERE	CORONET
BACTERIA	KAROL
CLASSIFYING LIVING THINGS	BRITANNICA
ENERGY AND NUCLEAR POWER	GUIDANCE
HALLEY'S COMET	SVE
HOW DO FISH SWIM?	GUIDANCE
HOW SCIENTISTS THINK AND WORK	HAWKHILL
LASERS	NAT. GEOGRAP
LIVING IN SPACE	HAWKHILL
MICROBIOLOGY: CLASSIFYING MICROORGANISMS	CORONET
MYTHOLOGY: GODS AND GODDESSES	GUIDANCE
PHYSICISTS AT WORK	HAWKHILL
SCIENCE FAIR PROJECT	BEACON
SEASONS OF POETRY	SVE
SOLID, LIQUID, GAS	NAT. GEOGRAP
THE PHYSICAL SCIENCES: ELECTRICITY AND MAGNETISM	CORONET
THE STORY OF DISEASE AND HEALTH	HAWKHILL
WRITE IT RIGHT: IT ALL STARTS WITH PARAGRAPHS	GUIDANCE

Received by_____

Date_____

12

File: H.S. Videos
Report: VIDEOS

TITLE	PRODUCER
ATOMS AND MOLECLES	HAWKHILL
CHEMISTRY: CHEMICAL BONDING & ATOMIC STRUCTURE	CORONET
CITY OF CORAL	TIME-LIFE
CONTINENTAL DRIFT	BRITANNICA
DNA: LABORATORY OF LIFE	KAROL
EARTHQUAKES: EXPLORING EARTH'S RESTLESS CRUST	BRITANNICA
ELEMENTS DISCOVERED	MEDIA
EMILY BRONTE: WUTHERING HEIGHTS	MEDIA
GEOTHERMAL ENERGY	MEDIA
GREAT EXPECTATIONS AND CHARLES DICKENS	BEACON
LIVING ON OUR CHANGING PLANET	KAROL
LIVING PLANET: COMMUNITY OF THE SKIES	TIME-LIFE
LIVING PLANET: OCEANS	TIME-LIFE
LIVING PLANET: SEAS OF GRASS	TIME-LIFE
LIVING THINGS	HAWKHILL
NOTES OF A BIOLOGY WATCHER	TIME-LIFE
NOVA: VISIONS OF THE DEEP	TIME-LIFE
PHOTOSYNTHESIS: LIFE ENERGY	KAROL
PHYSICAL SCIENCES: SOUND, ENERGY, & WAVE MOTION	CORONET
RADIATION	HAWKHILL
READING EFFICIENCY SYSTEM WITH BILL COSBY	TIME-LIFE
SHAKESPEARE & HIS THEATRE	MEDIA
SPECIES & EVOLUTION	MEDIA
SUN, CITIES, AND SMOG	MEDIA
THE BIOSPHERE	HAWKHILL
THE CELL	HAWKHILL
THE ENDOCRINE SYSTEM	BRITANNICA
THE PSYCHIC PARROT	BEACON
THE RESEARCH PAPER	SVE
THE RESTLESS EARTH: PLATE TECTONICS	GUIDANCE
THE UNIVERSE	HAWKHILL

Received by_____

Date_____

APPENDIX: PART II

CORRESPONDENCE WITH VENDORS

UNIVERSITY OF SOUTH FLORIDA
TAMPA • ST. PETERSBURG • FORT MYERS • SARASOTA

SCHOOL OF LIBRARY AND INFORMATION SCIENCE
TAMPA, FLORIDA 33620

(813) 974-3520

August 14, 1986

FILMS FOR THE HUMANITIES
P.O. Box 2053
Princeton, N.J. 08540

Dear Sirs:

I will be working with St. Lucie County Florida School District staff during 1986-87 to improve their videotape collection at the district level. We will also be trying to provide information for media specialists and a model of how to develop their building level collections.

For the first year we have set K-12 science and language arts as the content areas of emphasis. In September we will be surveying department heads, curriculum consultants, and grade level chairmen to determine specific unit topics where videotapes could be useful.

We will then identify possible purchase items to bring in for organized preview sessions in early December. Our goal is to purchase and make available approximately one hundred recommended videotapes by January 1986 with the School Board's special allocation.

I would appreciate it very much if you could help us in the follwing ways:

1. Provide me with two catalogs of your productions that are available for purchase in video format, along with your policies governing purchase, duplication, etc.

2. Agree to provide preview copies of videotapes for the December evaluation sessions.

3. Give permission to reproduce selected entries from that catalog (or provide multiple copies of entire catalogs) so teachers will have advance information about preview items.

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4. Consider the possibility of providing us with any promotional material that will help us turn the December evaluation sessions into an exciting event.

I look forward to your reply.

Sincerely yours,

Fred C. Pfister, Ph.D.
Professor

FCP/csd

cc: Jack Roberts
Jane Hargett

UNIVERSITY OF SOUTH FLORIDA
TAMPA • ST. PETERSBURG • FORT MYERS • SARASOTA

SCHOOL OF LIBRARY AND INFORMATION SCIENCE
TAMPA, FLORIDA 33620

(813) 974-3520

DATE: September 25, 1986

TO: Vendors Providing Preview Videotapes

FROM: Fred Pfister
Jack Roberts
Jane Hargett

SUBJECT: Update

Thanks for agreeing to participate in our project to preview video tapes in the St. Lucie County Schools. Here is an update on our time line:

September 17 through September 19--- Discuss the project with media specialists, curriculum leaders, and department heads in language arts and science. They have been asked to identify topics or units that might be supported by instructional video. Department heads will be asked to poll every faculty member also, using the attached form.

October 16---Deadline for return of topic or unit suggestions to Jane Hargett.

October 20 and 21---Telephone participating company representatives and tell them which topics are in demand.

Up to November 23---Receive preview video tapes at the St. Lucie County District Media Center.

November 24-December 11---Teachers and students preview video tapes and make recommendations. Previews will be held for 6 days in one elementary, one middle, and one high school; then tapes will be moved to another set of schools for 6 more days of previewing.

December 12---Collect video tapes from schools.

December 15---Analyze recommendations from previews.

December 16---Group meeting with media specialists from schools where previews took place to discuss buying decisions.

December 17---Return preview tapes. Order 1986-87 video tapes.

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December 18---Create consideration file for future orders in language arts and science. Plan for the future based on this year's experience.

December 19-?---Write up the project for possible publication, particularly if it seems to hold promise for other districts.

At this point we are optimistic that we will be successful. If you see any real problems, please call one of us. Once again, we appreciate your support.

APPENDIX: PART III

PREVIEW POSTER FACSIMILE AND

VIDEOTAPE EVALUATION FORM

PREVIEW
INSTRUCTIONAL VIDEO TAPES
FOR
LANGUAGE ARTS
AND
SCIENCE
AT YOUR SCHOOL

DATE: _____

PLACE: _____

TIME: _____

THE VIDEO TAPES YOU EVALUATE WILL BE RECOMMENDED FOR PURCHASE AND ADDED TO THE DISTRICT MEDIA CENTER'S COLLECTION FOR USE BY ALL PUBLIC SCHOOLS IN ST. LUCIE COUNTY.

YOUR INPUT IS NEEDED.

THANK YOU.

ST. LUCIE COUNTY SCHOOLS
VIDEOTAPE EVALUATION FORM
NOVEMBER/DECEMBER 1986

EVALUATOR_____

SCHOOL:_____

SUBJECT:_____

TITLE:_____

PUBLISHER:_____ TIME:_____

PROPOSED GRADE LEVEL:_____

UNIT OR TOPIC OF STUDY:_____

SUMMARY:_____

	Poor	Fair	Good	Excellent
Accurate				
Relevant for potential audience and unit				
Appropriate vocabulary				
Curriculum oriented				
Appeal to audience				
Clear concepts				
Organizational developments				
Visual quality				
Audio quality				
Teacher's manual, study guides, etc.				

Teacher comments:_____

_____

_____

Student Comments:_____

_____

_____

Purchase, High Priority ☐ Purchase, Low Priority ☐ Do not Purchase ☐